

Statewide Report of Study of Teacher Preparation for Early Literacy Instruction

Appendix E

Crosswalk of Standards used in Reviewing MS Teacher Preparation for Early Literacy Instruction: CAEP, IRA, IDA, AECI, & Learning Theory

CAEP 1	1. CONTENT AND PEDAGOGICAL KNOWLEDGE. The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards?
CAEP 1.1	Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)
CAEP 1.1 InTASC 1	Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
CAEP 1.1 InTASC 2	Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
CAEP 1.1 InTASC 3	Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
CAEP 1.1 InTASC 4	Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
CAEP 1.1 InTASC 5	Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
CAEP 1.1 InTASC 6	Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
CAEP 1.1 InTASC 7	Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
CAEP 1.1 InTASC 8	Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
CAEP 1.1 InTASC 9	Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
CAEP 1.1 InTASC 10	Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
CAEP 1.2	Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
CAEP 1.3	Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
CAEP 1.4	Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
CAEP 1.5	Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional and assess learning experiences to engage students and improve learning; and enrich professional practice.
CAEP 2	2. CLINICAL PARTNERSHIPS AND PRACTICE. The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

CAEP 2.1	<p>Partnerships for Clinical Preparation</p> <p>2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.</p>
CAEP 2.2	<p>Clinical Educators</p> <p>2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.</p>
CAEP 2.3	<p>Clinical Experiences</p> <p>2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.</p>
CAEP 3	<p>3. CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY</p> <p>The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.</p>
CAEP 3.1	<p>Plan for Recruitment of Diverse Candidates who Meet Employment Needs</p> <p>3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.</p>
CAEP 3.2	<p>Admission Standards Indicate That Candidates Have High Academic Achievement And Ability</p> <p>3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:</p> <ul style="list-style-type: none"> · is in the top 50 percent from 2016-2017; · is in the top 40 percent of the distribution from 2018-2019; and · is in the top 33 percent of the distribution by 2020.
CAEP 3.3	<p>Additional Selectivity Factors</p> <p>3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and on-academic factors predict candidate performance in the program and effective teaching.</p>
CAEP 3.4	<p>Selectivity During Preparation</p> <p>3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.³¹</p>
CAEP 3.5	<p>Selection At Completion</p> <p>3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.</p>

CAEP 3.6	3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.
CAEP 4	4. PROGRAM IMPACT. The provider demonstrates the impact of its completers on P-12 student learning and development , classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.
CAEP 4.1	Impact on P-12 Student Learning and Development 4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.
CAEP 4.2	Indicators of Teaching Effectiveness 4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
CAEP 4.3	Satisfaction of Employers 4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.
CAEP 4.4	Satisfaction of Completers 4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.
CAEP 5	5. PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.
CAEP 5.1	Quality and Strategic Evaluation 5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.
CAEP 5.2	5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.
CAEP 5.3	Continuous Improvement 5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.
CAEP 5.4	5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.
CAEP 5.5	5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

IRA (2010)	International Reading Association Standards
IRA 1	IRA Standard 1: Foundational Knowledge - Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
IRA 1.1	Understand major theories and empirical research that describe cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

IRA 1.1 a	a. Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.
IRA 1.1 b	b. Explain language and reading development across elementary years (e. g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research.
IRA 1.1 c	c. Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components.
IRA 1.1 d	d. Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources).
IRA 1.2	Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
IRA 1.2 a	a. Identify major milestones in reading scholarship and interpret them in light of the current social context..
IRA 1.3	Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
IRA 1.3 a	a. Show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals.
IRA 1.3 b	b. Use multiple sources of information to guide instructional planning to improve reading achievement of all students.
IRA 2	<i>IRA Standard 2: Curriculum and Instruction - Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</i>
IRA 2.1	Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
IRA 2.1 a	a. Explain how the reading and writing curriculum is related to local, state, and professional standards.
IRA 2.1 b	b. Implement the curriculum based on students' prior knowledge, world experiences, and interests.
IRA 2.1 c	c. Evaluate the curriculum to ensure that instructional goals and objectives are met.
IRA 2.1 d	d. Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts.
IRA 2.2	2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

IRA 2.2 a	a. Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.
IRA 2.2 b	b. Differentiate instructional approaches to meet students' reading and writing needs.
IRA 2.2 c	c. Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
IRA 2.2 d	d. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.
IRA 2.2 e	e. As needed, adapt instructional approaches and materials to meet the language proficiency needs of English learners.
IRA 2.3	Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
IRA 2.3 a	a. Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources.
IRA 2.3 b	b. Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials.
IRA 3	<i>IRA Standard 3: Assessment & Evaluation - Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</i>
IRA 3.1	Understand types of assessment and their purposes, strengths, and limitations.
IRA 3.1 a	a. Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
IRA 3.1 b	b. Describe strengths and limitations of a range of assessment tools and their appropriate uses.
IRA 3.1 c	c. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
IRA 3.1 d	d. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
IRA 3.2	Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
IRA 3.2 a	a. Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.
IRA 3.2 b	b. Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.
IRA 3.2 c	c. Interpret and use assessment data to analyze individual, group, and classroom performance and progress.
IRA 3.2 d	d. Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.
IRA 3.3	Use assessment information to plan and evaluate instruction.

IRA 3.3 a	a. Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.
IRA 3.3 b	b. Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching.
IRA 3.3 c	c. Interpret patterns in classroom and individual students' data.
IRA 3.3 d	d. Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
IRA 3.4	Communicate assessment results and implications to a variety of audiences.
IRA 3.4 a	a. Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).
IRA 3.4 b	b. Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.
IRA 4	<i>IRA Standard 4: Diversity - Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</i>
IRA 4.1	Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
IRA 4.1 a	a. Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.
IRA 4.1 b	b. Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.
IRA 4.1 c	c. Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development.
IRA 4.1 d	d. Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.
IRA 4.2	Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
IRA 4.2 a	a. Assess the various forms of diversity that exist in students as well as in the surrounding community.
IRA 4.2 b	b. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.
IRA 4.2 c	c. Provide instruction and instructional materials that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges).
IRA 4.2 d	d. Provide instruction and instructional formats that engage students as agents of their own learning.
IRA 4.3	Develop and implement strategies to advocate for equity.
IRA 4.3 a	a. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
IRA 4.3 b	b. Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.

IRA 4.3 c	c. Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.
IRA 5	<i>IRA Standard 5: Literate Environment - Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</i>
IRA 5.1	Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
IRA 5.1 a	a. Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities.
IRA 5.1 b	b. Modify the arrangements to accommodate students' changing needs.
IRA 5.2	Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
IRA 5.2 a	a. Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.
IRA 5.2 b	b. Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults).
IRA 5.2 c	c. Create supportive environments where English learners are encouraged and given many opportunities to use English.
IRA 5.3	Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).
IRA 5.3 a	a. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
IRA 5.3 b	b. Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources).
IRA 5.4	Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
IRA 5.4 a	a. Use evidence-based rationale to make and monitor flexible instructional grouping options for students.
IRA 5.4 b	b. Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities.
IRA 5.4 c	c. Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).
IRA 6	<i>IRA Standard 6: Professional Learning and Leadership - Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibly.</i>
IRA 6.1	Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
IRA 6.1 a	a. Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.

IRA 6.2	Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
IRA 6.2 a	a. Display positive reading and writing behaviors and serve as a model for students.
IRA 6.2 b	b. Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school.
IRA 6.2 c	c. Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing.
IRA 6.2 d	d. Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.
IRA 6.2 e	e. Implement plans and use results for their own professional growth.
IRA 6.2 f	f. Join professional organizations related to reading and writing and participate as members.
IRA 6.2 g	g. Demonstrate effective use of technology for improving student learning.
IRA 6.3	Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
IRA 6.3 a	a. Recognize the importance of professional development for improving reading and writing in schools.
IRA 6.3 b	b. Participate individually and with colleagues in professional development programs at the school and district levels of students, teachers, parents or guardians, and the larger community of stakeholders?
IRA 6.3 c	c. Apply learning from professional development to instructional practices.
IRA 6.4	Understand and influence local, state, or national policy decisions.
IRA 6.4 a	a. Are informed about important professional issues.
IRA 6.4 b	b. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes.

IDA (2010)	International Dyslexia Association Standards
A	<i>Foundation Concepts about Oral and Written Language</i>
IDA A-1	Understand and explain the language processing requirements of proficient reading and writing
IDA A-2	Understand and explain aspects of cognition and behavior that affect reading and writing
IDA A-3	Define and identify environmental, cultural, and social factors that contribute to literacy development
IDA A-4	Know and identify phases in typical developmental progression of oral language, phonological skill, printed word recognition, spelling reading fluency, reading comprehension, written expression.

IDA A-5	Understand and explain known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.
IDA A-6	Know and explain how the relationships among the major components of literacy development change with reading development
IDA A-7	Know reasonable goals and expectations for learners at various stages of reading and writing development.
B Knowledge of the Structure of Language	
IDA B-1	Phonology (The Speech Sound System): Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.
IDA B-2	Orthography (The Spelling System): Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.
IDA B-3	Define grapheme as a functional correspondence unit or representation of a phoneme.
IDA B-4	Recognize and explain common orthographic rules and patterns in English.
IDA B-5	Know the difference between "high frequency" and "irregular" words.
IDA B-6	Identify, explain, and categorize six basic syllable types.
IDA B-7	Morphology : Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.
IDA B-8	Semantics : Understand and identify examples of meaningful word relationships or semantic organization.
IDA B-9	Syntax : Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.
IDA B-10	Identify the parts of speech and the grammatical role of a word in a sentence.
IDA B-11	Discourse Organization: Explain the major differences between narrative and expository discourse.
IDA B-12	Identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, sequence.)
IDA B-13	Identify cohesive devices in text and inferential gaps in the surface language of text.
C Knowledge of Dyslexia and Other Learning Disorders	
IDA C-1	Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic)
IDA C-2	Recognize the tenets of the NICHD/IDA definition of dyslexia.
IDA C-3	Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
IDA C-4	Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.)
IDA C-5	Identify how symptoms of reading difficulty may change over time in response to development and instruction.

IDA C-6	Understand federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.
D	<i>Interpretation and Administration of Assessments for Planning Instruction</i>
IDA D-1	Understand the differences among screening, diagnostic, outcome, and progress-monitoring assessments.
IDA D-2	Explain the basic principles of test construction, including reliability, validity, and norm-referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties.
IDA D-3	Understand the principles of progress-monitoring and the use of graphs to indicate progress.
IDA D-4	Know the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills, spelling, and writing.
IDA D-5	Recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.
IDA D-6	Interpret measures of reading comprehension and written expression in relation to an individual child's component profile.
E-1	<i>Structured Language Teaching: Phonology</i>
IDA E-1.1	Identify the general and specific goals of phonological skill instruction.
IDA E-1.2	Know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
IDA E-1.3	Identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting,
IDA E-1.4	Understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal.
IDA E-1.5	Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
IDA E-1.6	Understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.
E-2	<i>Structured Language Teaching: Phonics & Word Recognition</i>
IDA E-2.1	Know or recognize how to order phonics concepts from easier to more difficult.
IDA E-2.2	Understand the principles of explicit and direct teaching: model, lead, give guided practice, and review.
IDA E-2.3	State the rationale for multisensory and multimodal techniques.
IDA E-2.4	Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.
IDA E-2.5	Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
E-3	<i>Structured Language Teaching: Fluent, Automatic Reading of Text</i>
IDA E-3.1	Understand the role of fluency in word recognition, oral reading, silent-reading, comprehension of written discourse, and motivation to read.
IDA E-3.2	Understand reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction.

IDA E-3.3	Define and identify examples of text at a student's frustration, instructional, and independent reading level.
IDA E-3.4	Know sources of activities for building fluency in component reading skills.
IDA E-3.5	Know which instructional activities and approaches are most likely to improve fluency outcomes
IDA E-3.6	Understand techniques to enhance student motivation to read.
IDA E-3.7	Understand appropriate uses of assistive technology for students with serious limitations in reading fluency.
<i>E-4 Structured Language Teaching: Vocabulary</i>	
IDA E-4.1	Understand the role of vocabulary development and vocabulary knowledge in comprehension.
IDA E-4.2	Understand the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.
IDA E-4.3	Know varied techniques for vocabulary instruction before, during, and after reading.
IDA E-4.4	Understand that word knowledge is multifaceted.
IDA E-4.5	Understand the sources of wide differences in students' vocabularies.
<i>E-5 Structured Language Teaching: Text Comprehension</i>	
IDA 5-1	Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
IDA 5-2	Contrast the characteristics of major text genres, including narration, exposition, and argumentation.
IDA 5-3	Understand the similarities and differences between written composition and text comprehension.
IDA 5-4	Identify in any text the phrases, clauses, sentences, paragraphs and "academic language" that could be a source of miscomprehension.
IDA 5-5	Understand the levels of comprehension including the surface code, text base, and mental model (situation model).
IDA 5-6	Understand the factors that contribute to deep comprehension (including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text).
<i>E-6 Structured Language Teaching: Handwriting, Spelling, and Written Expression</i>	
IDA E-6.1	Handwriting: Review research-based principles for teaching letter naming and letter formation, both manuscript and cursive.
IDA E-6.2	Handwriting: Demonstrate techniques for teaching handwriting fluency.
IDA E-6.3	Spelling: Recognize and explain the relationship between transcription skills and written expression.
IDA E-6.4	Spelling: Identify students' levels of spelling development and orthographic knowledge.
IDA E-6.5	Spelling: Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.
IDA E-6.6	Written Expression: Understand the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
IDA E-6.7	Written Expression: Know grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.

ACEI (2007)	Association of Childhood Education International (discrete ACEI accreditation being absorbed by CAEP effective 2015)
1	<i>Development, Learning & Motivation</i>
1.1	Where/when/how are candidates taught to know and use the major concepts, principles, theories and research related to development of children?
1.2	When/where/how does the institution construct learning opportunities that support individual students' development, acquisition of knowledge and motivation?
2	<i>Reading, Writing, and Oral Language</i>
AECI 2.1	Where/when/how are students expected to know, understand, and use concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills?
AECI 2.2	Where/when/how does the institution help students successfully apply their developing skills to many different situations, materials, and ideas?
3	<i>Instruction Standards</i>
AECI 3.1	Where/when/how is knowledge integrated and applied to instruction and adapted for diverse student populations?
AECI 3.2	Where/when/how are candidates taught to develop critical thinking and problem solving, active engagement in learning and communication to foster collaboration?
4	<i>Assessment Standards</i>
AECI 4.1	Where/when/how are candidates taught to know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student?
5	<i>Professionalism Standards</i>
AECI 5.1	Where/when/how are candidates taught to be aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available; and to continually evaluate the effect of decision and actions of students, families, and others in the professional community?
5.2	Where/when/how are candidates taught to know the importance of establishing and maintaining a positive collaborative relationship with families, colleagues, and agencies?
RESEARCH TO SUPPORT THE LEARNER SNAPSHOTS	
Learning Theory	How Learning Works: 7 Researched-based Principles for Smart Teaching (Ambrose, et al, 2010)
1	How are students' prior knowledge and experiences prompted to support learning?

2	How are students supported or expected to organize knowledge in order to influence how they learn and apply what they know?
3	How is motivation to learn encouraged in order to determine, direct, and sustain what they do to learn?
4	In order to achieve mastery, what opportunities are provided to students to acquire component skills, practice integrating them, and know when to apply what they have learned?
5	When and how are students expected to set goals in order to direct their practice? And how is practice coupled with targeted feedback to enhance the quality of students' learning?
6	How does the institution create a safe climate to foster social, emotional, intellectual learning?
7	In order to foster self-directed learners, how does the institution teach (and hold accountable) candidates for monitoring and adjusting their approaches to learning?
Best Practices in Teaching	Applying the seven principles for good practice in undergraduate education (Chickering & Gamson, 1991)
1	Learning in an environment where learners are active participants in the learning process (ACTIVE LEARNING)
2	Information given to the learner about the learner's response, the process by which the response is derived, or the learning strategy used to respond (PROMPT FEEDBACK)
3	Good outcomes are anticipated from the learner and are verbalized to the learner. (HIGH EXPECTATIONS)
4	Learners learning with others (COLLABORATION)
5	Time used wisely to learn content and basic skills (TIME ON TASK)
6	Offering different methods, techniques, and options to meet diverse student learning needs (DIVERSE WAYS OF LEARNING)
7	Contact between learner and educator during the learning process (FACULTY/STUDENT INTERACTION)
Organizing Instruction to Improve Learning	Organizing instruction to improve student learning (IES, 2007)
1	Space learning over time. Review key elements of content after a delay.
2	Interweave worked example solutions with problem-solving exercises.
3	Combine graphics to illustrate key processes and procedures with verbal descriptions.

4	Connect and integrate abstract and concrete representations of concepts.
5	Use quizzing with active retrieval of information at all phases of the learning process to promote learning and facilitate long-term memory.
6	Assist students in identifying what materials they know well, and what needs further study. Use tests and quizzes to identify content that needs to be learned.
7	Use instructional prompts and encourage students to pose and answer "deep-level" questions on course material.